

CU VOICE

No. 2

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Editorial

Librarians were informed in 1962, through a brief announcement without accompanying explanation, that their status had been changed from nonacademic to academic. There was nothing historically unlikely about the manner of this announcement: the University's predilection for informing rather than consulting has been amply documented over the years. And the librarians so glancingly affected by this change in terminology were not unduly disturbed. They had become accustomed to being told about their salaries, duties, responsibilities, privileges, schedules; it would have been startling, even a little frightening, to have been asked.

Many librarians think the time has come now to play a part in their own futures; to let their voices, so long silent, be heard; to share, as the faculty has asked to share, in the policies and procedures that will determine the direction of their personal and professional lives.

We urge that librarians on the various campuses organize to discuss the action they should take as responsible members of society who are proud of their profession and its vital importance to the university community. We urge that they prepare themselves to take an active role in the months ahead, rather than to await meekly the decisions, however beneficent, that an administrative hierarchy may announce.

"We say with Chesterton: "I do not believe in a fate that lies on men however they act; but I do believe in a fate that falls on men unless they act."

Academic Studies for Academic Employees

BERKELEY

"... Full-time employees are eligible for the program of enrollment at reduced fee... in regular session courses totalling 3 credit hours, or for any single course even though it may exceed 3 hours."

This policy, restated most recently in CU News for 11 September 1958, inspired only two librarians at Berkeley to ask for and receive this study benefit in Spring 1965. In all, only 45 academic and 77 non-academic employees took advantage of the reduced fee program.

It is presumably in the interest of a great university that its employees secure advanced training and

graduate degrees. We see no possible justification for a policy of assessing 50% fees on ambitious employees who wish to register for a 20% or 25% academic program.

We strongly urge that all academic fees be waived for full-time and half-time employees taking one course at the University of California.

LOS ANGELES

Academic personnel at UCLA were never granted the reduced fee benefit. Therefore, when librarians ceased in 1962 to be nonacademic, the benefit was abruptly withdrawn, this ruling coming from the office of Foster H. Sherwood, Vice-Chancellor. Academic status, instead of providing additional benefits, became in this instance a reason for removing existing benefits!

We wonder if our colleagues down south, casting a cold eye on the varying policies at Berkeley and Los Angeles, may not feel that a revision of this particular regulation is long overdue?

Librarians' Status Survey Sample

74 institutions of the 132 on Mr. Harold D. Jones's list of Publicly Supported Colleges and Universities Which Give Their Professional Librarians Bona Fide Titles of Faculty Rank have thus far responded to an informal request for further information. Following is a tally of the results:

	<u>Yes</u>	<u>No</u>	<u>No comment</u>
Academic rank	58	3	13
Pay schedule identical with faculty	54	7	13
Sabbaticals	44	11	19
Time off to attend professional meetings	40	0	34
Travel pay to attend professional meetings	35	2	37
Grants for research	24	6	44
Education a factor in raising rank	21	0	53
Tenure	19	2	53
Sense of complete equality with faculty	16	5	53
Leaves without pay for study	12	2	60
Time off for continuing education	11	1	62

Where there is absolute or near equality with faculty, advancement beyond the rank of Instructor is often conditional upon study beyond the master's degree. However, most libraries which have academic requirements for promotion do encourage further study by giving time off, sabbaticals, and extended leaves without pay.

We wish to thank the many librarians who were kind enough to furnish us this information. Their letters will be placed on file, and will be available for examination upon request.

Junior Colleges, Senior Salaries

California institutions	Terms of employment (months)	Beginning salary 5th year degree
Bakersfield Coll.	9-10	6,730
	11-12	7,400
Barstow Coll.	9-10	6,400
Cabrillo Coll.	9-10	6,041
	11-12	6,645
Cerritos Coll.	9-10	6,490
Chabot Coll.	9-10	6,077
Chaffey Coll.	9-10	6,150
College of the Desert	9-10	6,424
College of Marin	9-10	6,100
College of San Mateo	9-10	7,260
College of the Sequoias	9-10	6,200
College of the Siskiyous	9-10	6,200
Compton Dist. Jr. Coll.	9-10	6,815
East Los Angeles Coll.	9-10	5,300
Fresno City Coll.	9-10	5,800
Fullerton Jr. Coll.	9-10	6,400
Gavilan Coll.	9-10	5,700
Glendale Coll.	9-10	5,960
Grossmont Coll.	9-10	6,350
Hartnell Coll.	9-10	6,625
Los Angeles City Coll.	9-10	5,900
Los Angeles Harbor Coll.	9-10	5,500
Modesto Jr. Coll.	9-10	5,500
Oakland City Coll. - Merrit Campus	9-10	6,050
Orange Coast Coll.	9-10	6,300
Palomar Coll.	9-10	5,800
	11-12	6,960
Palo Verde Jr. Coll.	9-10	5,920
Pasadena City Coll.	9-10	6,402
	11-12	6,984
Reedley Coll.	11-12	6,100
Riverside City Coll.	9-10	6,800
	11-12	8,160
San Bernardino Valley Coll.	9-10	6,700
	11-12	8,040
San Joaquin Delta Coll.	9-10	6,600
Santa Barbara City Coll.	9-10	6,370
Shasta Coll.	9-10	5,920
Southwestern Coll.	9-10	6,140
UNIVERSITY OF CALIFORNIA	11-12	5,688

The above figures are extracted from Library statistics of colleges and universities, 1963-64; institutional data. Washington, Government Printing Office, 1965. OE-15023-64, Circular No. 769, Table 2, pp. 62-69.

The University of California salary was raised in July 1965 to \$6,000. Please note that even if the salaries for all the other institutions have remained the same, the University of California would still be on the very bottom of this list!

Overheard in a personnel office: "I'm truly sorry, but if I let you take off two hours for lunch today, I'd have to do the same thing for every other employee in the place whose wife gave birth to quadruplets."

Sabbatical Leaves

DID YOU KNOW that "the new personnel rules in Title V of the California Administrative Code included professional librarians as academic employees (in the academic closely related category), and as such gave them (at Librarian III level and above) eligibility for sabbatical leaves"?

WE DIDN'T until we read that statement in the California State Coordinating Council for Higher Education's Budget Report to the Legislature, 1965. The Report was submitted in February 1965. Will any Librarian III (or above) who has been informed of his eligibility please rise?

BUT WAIT! That quotation applies only to employees of the California State Colleges, which are demonstrably more generous to librarians than the University of California. The Report continues: "With current national sabbatical leave practices for comparison, efforts to recruit and retain both teaching and administrative faculty and librarians have been seriously handicapped." This is an abrupt reversal of the recommendation of a year earlier, in which it was stated: "We do not believe, however, that it is either necessary or appropriate at this time to extend sabbatical leave privileges to librarians and administrative personnel." This recommendation was probably inspired by the fact that in 1962-63 and 1963-64 several professional librarians had applied for and received leaves of absence with pay.

PERHAPS PRESTIGE and the happy accident of geography have combined to remove from the University of California the onerous necessity to compete. Why grant sabbatical leaves when you don't have to? Why define academic status so that it becomes more than an empty phrase? Why pay competitive salaries when people will work for less? Who has the answers? The Library? The University? The State Legislature? An increasing number of librarians would like to know.

Chizuko Ishimatsu Vs. The Regents

Miss Chizuko Ishimatsu, Librarian III, was discharged as Head of the Catalog Department, UC Medical Center Library, San Francisco, on 12 January 1965, after almost three years of service. A hearing on whether her discharge was supported by adequate evidence, and whether nonacademic grievance procedures were properly applied to a professional librarian with academic status, will be held at 2 PM on 15 November 1965, in the Law and Motion Department (4th floor) of the San Francisco City Hall, Judge Karesko presiding. The hearing is open to all interested parties.

What's In A Name?

"UC", in this state, means the University of California. "CU", in professional circles all over the world, means the University of California Library at Berkeley. It is the symbol used in the Union List of Serials, in the National Union Catalog, and in many other library publications. CU Voice, therefore, speaks for the Librarians at Berkeley, and, hopefully, for librarians everywhere who are working to advance their profession and themselves.

Faculty Rank and Faculty Status Among Librarians

REVEREND VINCENT R. NEGHERBON, TOR
St. Francis College, Loretto, Pennsylvania

What is faculty rank and faculty status to librarians today? If some librarians have faculty rank and faculty status, what kind of faculty rank and status is it, and how do they use it? If some librarians do not have faculty rank and faculty status, should they work to obtain it?

A 1963 study by Arthur McAnally states, "... most colleges and the majority of universities have recognized the essentially academic nature of the work of professional librarians by granting them academic or faculty status."

Furthermore, the American Association of University Professors makes the following statement in regard to the qualifications needed for membership in the organization: "By virtue of their position at the center of the academic effort, librarians of professional status, per se, are regarded as satisfying the 'teaching and/or research' requirements, and thus are eligible for active membership. . . ."

The college library must be an integral part of the institution of learning if that institution is to be a good college. The time-worn phrase, "the library is the heart of the school," is as true today as it was many, many years ago. Consequently, there can be no physical or intellectual separation of the library from the students and the faculty, nor can there be separation between the professional library staff and the teaching staff of the college . . .

Teachers and librarians must cooperate with and understand each other completely. They must work together. There must be no separation of the two.

Now, if we admit the library is a most important and a very necessary part of a college education, if we admit and realize that its services are indispensable, then it is clear that the library staff must be identified with the teaching staff on the basis of the preceding. This identification can never be achieved unless the professional librarians are assigned academic rank to a degree commensurate with the library training, educational training, and other qualifications that the individual librarian possesses. For today's librarian is certainly adequately prepared—liberal arts background, technical competence in library science, advanced educational training with one or more graduate degrees, knowledge and understanding of higher education, future aim of the doctorate.

TODAY—WHAT STATUS?

But what does this faculty status mean to librarians today? Those who have it, how do they use it? Those who don't have it, should they get it? There are librarians today who have faculty rank and faculty status, but do not use it to its fullest extent. There are librarians today who are indifferent to what faculty status could and should mean to them. And there are librarians today who do not have faculty rank and faculty status, but should have it.

Most librarians of today are more than adequately prepared with library techniques, general education, research ability and professional attitudes, quite as much as the majority of our teachers are adequately prepared. But,

sorry to say, the comparison ends there very often in a great many cases of the librarians. You will hear of librarians who have faculty rank and who will sign a contract for eleven months, but receive the same salary or even less for this length of time than that of a classmate who majored in the arts and sciences and signs a contract for nine months work.

Teacher employment agencies advertise job openings for librarians for year-round work, and on the same page list openings in other fields for an identical salary but for only nine months work. The feeble reasoning given is that librarian's work goes on all year. But imagine, if you will, the college that changes its program into a trimester academic year—would you think for one minute that the administration would dare to say to the teacher personnel, "Since this change of policy, your services are needed for the full year, but you will receive no salary for this extra session."

The teaching profession has decided that twelve credit hours per semester is the normal teaching load, as compared to the previous load of fifteen credit hours. The claim is that they need time to improve their qualifications, time to do research, time to advance academically, time to prepare publications. They wish to do all this at a time when enrollments have increased by leaps and bounds and necessitate the hiring of additional personnel. By way of contrast, a few leading library figures are still advocating a forty-hour work week for librarians. Can any one imagine any writings, any research, any academic improvement, any additional qualifications, etc., being done with a work week such as that? . . .

Although some colleges do not grant sabbatical leaves, there are many that do. There are some few librarians who have had sabbatical leaves, but they are the exception. Without a doubt there are librarians with ten and twenty years of service, with doctorates, with two masters degrees in different areas, who have never had any kind of leave of absence with pay.

There are librarians, not many I admit, but still there are some who do not have tenure, who do not have a formal plan in regard to sickness and disability and retirement plans from the college of their employment. Some do have a formal plan, but at times this is inferior to the type granted to the teachers in that same college.

There are librarians who have faculty rank and faculty status and have never served on a single faculty committee; and there are many librarians who do not hold a position on the curriculum committee of their college—need we mention the consternation and confusion that results when a new subject area or new courses are introduced by the curriculum committee and then the discovery is made that the library has only a smattering of materials on the new subjects or the new courses.

It is still possible to hear an illustrious professor of librarianship talk about faculty rank and faculty status, and in the same breath warn

about long and hard hours of year-round work, week-end work, and evening work—all of this without additional or maybe even less financial compensation.

No one doubts that there are some librarians who are inadequately trained, that there are librarians who will never advance academically, that there are librarians who do not merit faculty rank and faculty status—but no one doubts that there are also teachers who are inadequately trained, who will never advance academically, and who do not merit faculty rank and faculty status.

Why are there not more doctorates in the library profession? Is it because we are not academically capable? Obviously this is not the reason; rather I think the real reason is there is no academic ideal to look forward to. Academic achievement among librarians would improve if the same criteria were used for librarians as used for teachers; for example, participation in activities of library associations, research in library problems, reports and writing, educational improvements, and professional advancement. Given the ideal, the library profession would respond spontaneously.

We, who do have faculty rank and faculty status, should use it to the utmost in our work. Let us improve in our philosophy of librarianship, in our professional and community interests, in our scholarship, in our reading, and in our general education.

Librarians who do not have faculty rank and faculty status should insist on obtaining it and using it. The only alternative is a secondary role of participation in the educational aims and objectives of their colleges. Education consists of a triumvirate—students, faculty, library. If you are not a part of it, your work is not complete.

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The Berkeley University Teachers Union was organized in 1962 by faculty members and professional librarians on the Berkeley campus

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Please address all communications to:

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Is it time for a change?

CATALOGERS and *reference librarians* for University of Utah libraries in Salt Lake City. Collection of 1,000,000 pieces to be moved into new \$6,500,000 building in 1967. Salary \$6000-\$6600, faculty rank of instructor. Blue Cross-Blue Shield, major medical, TIAA-CREF retirement plan, one month annual vacation, sabbatical leave every three years. Submit personal resume to Ralph D. Thomson, Dir. of Ls., University of Utah, Salt Lake City 84112.

Grievance Committee

At the membership meeting on Tuesday, September 28, a three-member Grievance Committee was elected. The function of this committee is to make itself available to all professional staff members who have reasonable grievances arising from their work situation. The Committee will endeavor, when the situation warrants, to help settle such problems in conjunction with the proper personnel authorities.

Members of the Grievance Committee are:

Mrs. Helen Wright, Chairman
Acquisition Dept., ext. 3623
Mr. Boris Raymond
Acquisition Dept., ext. 3623
Mr. Ralph Hansen
Catalog Dept., ext. 3785

From Richard Heinzkill, of the John M. Olin Library at Washington University, St. Louis, comes a letter of encouragement -- and the first out-of-state cash contribution to the cause to which CU Voice is dedicated. We thank Mr. Heinzkill for both his words and his demonstrated understanding of the economic facts of publication. It takes money to get CU Voice to librarians all over the country, more money than can be provided by the union dues of its librarian sponsors. We would be less than realistic if we did not admit that we welcome any contribution, however small, to help defray the costs of paper, postage and printing -- union printing, of course!

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